

ABSTRACT

The purpose of this study is to measure the effects of job-school similarity on Work-School Conflict (WSC) and Work-School Facilitation (WSF). Job-school similarity occurs when job duties are closely related to academic interests of college students. It should be considered that high levels of job-school similarity predict lower levels of WSC and higher levels of WSF.

BACKGROUND

Many Full-time students work Full Time

- 40 percent of undergraduates work full-time (Park & Sprung, 2017)
- 76 percent of graduate students work full-time (Park & Sprung, 2017).
- The dual demand of scholarly activities and job requirements can create inter-role conflict mands of another (Oviatt et al., 2017)

Work-school conflict (WSC; Markel & Frone, 1998)

- Conflict that occurs when work requires time away from school or when work creates strain that can affect school performance
- High WSC has been associated with (Butler, 2007; Laughman, et al., 2016; Oviatt et al., 2017):
 - Higher levels of substance use
 - Poor academic performance
 - Depressive symptoms
 - Lower physical health
 - Poor job satisfaction
 - High levels of burnout
 - Burnout associated and turnover intentions

Work-school facilitation (WSF; Butler, 2007)

- Occurs when activities and experiences at work enhance students’ ability to meet their school requirements.
- Positive relationship have been reported between WSF and school performance.

Job-school congruence (JSC; Butler, 2007)

- Occurs when job requirements and collegiate learning are complimentary
- Occurs when knowledge gained in school is directly applied to the work setting.
- Concerns the extent to which a student’s academic interests match the student’s job

HYPOTHESES

Hypothesis 1: More job-school similarity is related to decreased WSC.

Hypothesis 2: More job-school similarity is related to increased WSF.

Hypothesis 3: More job-school similarity is related to better academic performance.

Hypothesis 4: More job-school similarity is related to higher academic satisfaction.

Hypothesis 5: More job-school similarity is related to higher job satisfaction.

PARTICIPANTS

- Students enrolled full time at a 4-year public university in the southeastern United States will be recruited for participation.

PROCEDURE

- Participants will be solicited using a student research pool at the university and via announcements during class.

MEASURES

- A multi-item scale for job-school similarity will be constructed for this study. Responses will be based on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).
 - *Example item: My school interests are closely aligned with my job.*
- Job satisfaction will be measured using Spector’s (1994) Job Satisfaction Survey, which lists 36 items on a Likert scale ranging from 1(very much disagree) to 6 (very much agree).
 - *Example item: There is too much bickering and fighting at work.*
- WSC will be measured using four items developed by Markel and Frone (1998). Responses are on a Likert Scale ranging from 1(strongly disagree) to 5(strongly agree).
 - *Example item: Because of my job, I go to school tired.*
- WSF will be measured using a study developed by Butler (2007) that reflects facilitation from work to school. Responses are on a Likert scale from 1(never/very rarely) to 5 (always/very often).
- Academic performance will be assessed using several measures to include school effort, attendance, current GPA, and current major GPA. The effort scale was developed by Butler (2007) and Markel and Frone (1998). Self-reported attendance measure was also developed by Butler (2007) and consists of four items. Responses for both the attendance and effort scale range from 1(never/very rarely) to 5(always/very often).
 - *Example item: I put forth a high level of effort in class and During any given week of school, I skipped several classes.*
- Academic satisfaction will be measured using items developed for this study. Responses will be based on a Likert scale from 1(does not describe me) to 5(very much describes me). *Example item: I am happy with my current GPA.*

CONTROL VARIABLES

- Age, gender, and student status (i.e., undergraduate, graduate) will be included as covariates and will all be self- reported.

ANALYSIS

- Data will be examined utilizing two multiple aggression analyses do determine the extent to which job-school similarity, academic performance, academic satisfaction, and job satisfaction can predict WSC and WSF.

POTENTIAL BENEFITS OF STUDY

Because such a large percentage of undergraduate *and* graduate students pursue jobs outside of school, this study could shed light on predictors of school performance and job performance. Students could utilize information from this study to make more informed decisions regarding employment. They may find that jobs more closely related to their interests may decrease inter-role conflict between work and school (WSC). Since high levels of WSC are associated with burnout, this could be beneficial.

The value of this study to employers is worth considering as well. Higher levels of WSC are associated with higher turnover intentions and decreased job satisfaction (Laughman et al. 2016). Managers may be encouraged to find ways in which to relate job tasks to worker academic interests, which is hoped to increase job-school similarity.

This study also proposes a new variable worth considering: academic satisfaction. Performance is often measured only in terms of grades, attendance, and effort. Research on the level of satisfaction associated with performance is lacking. For example, the phrase “C’s get degrees” is often attributed to those students seeking average performance in order to graduate. However, these students may associate positively with average grades. Therefore it is worth considering that lower attendance, effort, and GPA may not be accurate predictors of subjective performance.

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